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PREMISES--PLANNING STUDENT PERSONNEL FACILITIES.

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STUDENT PERSONNEL FACILITIES PLANNING MUST BE BASED ON 14 FUNCTIONS--(1) PRECOLLEGE INFORMATION, (2) REGISTRATION AND RECORDS, (3) APPRAISAL, (4) COUNSELING, (5) ORIENTATION, (6) REMEDIATION, (7) COCURRICULAR ACTIVITIES, (8) HEALTH SERVICES, (9) FINANCIAL ASSISTANCE, (10) PLACEMENT SERVICES, (11) HOUSING, (12) FOOD SERVICES, (13) RESEARCH AND EVALUATION, AND (14) COMMUNITY SERVICES. DESIGN WILL REFLECT THE NATURE AND INTERRELATIONSHIPS OF THESE FUNCTIONS AND THE RELATIONSHIP OF THE TOTAL STUDENT PERSONNEL SERVICE TO THE INSTITUTION. DEFINITION OF OBJECTIVES AND THE NATURE OF THE PROGRAM SHOULD DETERMINE THE FORM AND ARRANGEMENT OF FACILITIES. CAREFUL, ADEQUATE PLANNING OF FACILITIES WILL REFLECT THE INSTITUTION'S PHILOSOPHY, ITS ADMINISTRATIVE ORGANIZATION, AND ITS CONCERN FOR ITS STUDENTS. THIS DOCUMENT IS ALSO AVAILABLE FOR $1.00 FROM AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (WO)

PREMISES: PLANNING STUDENT PERSONNEL FACILITIES

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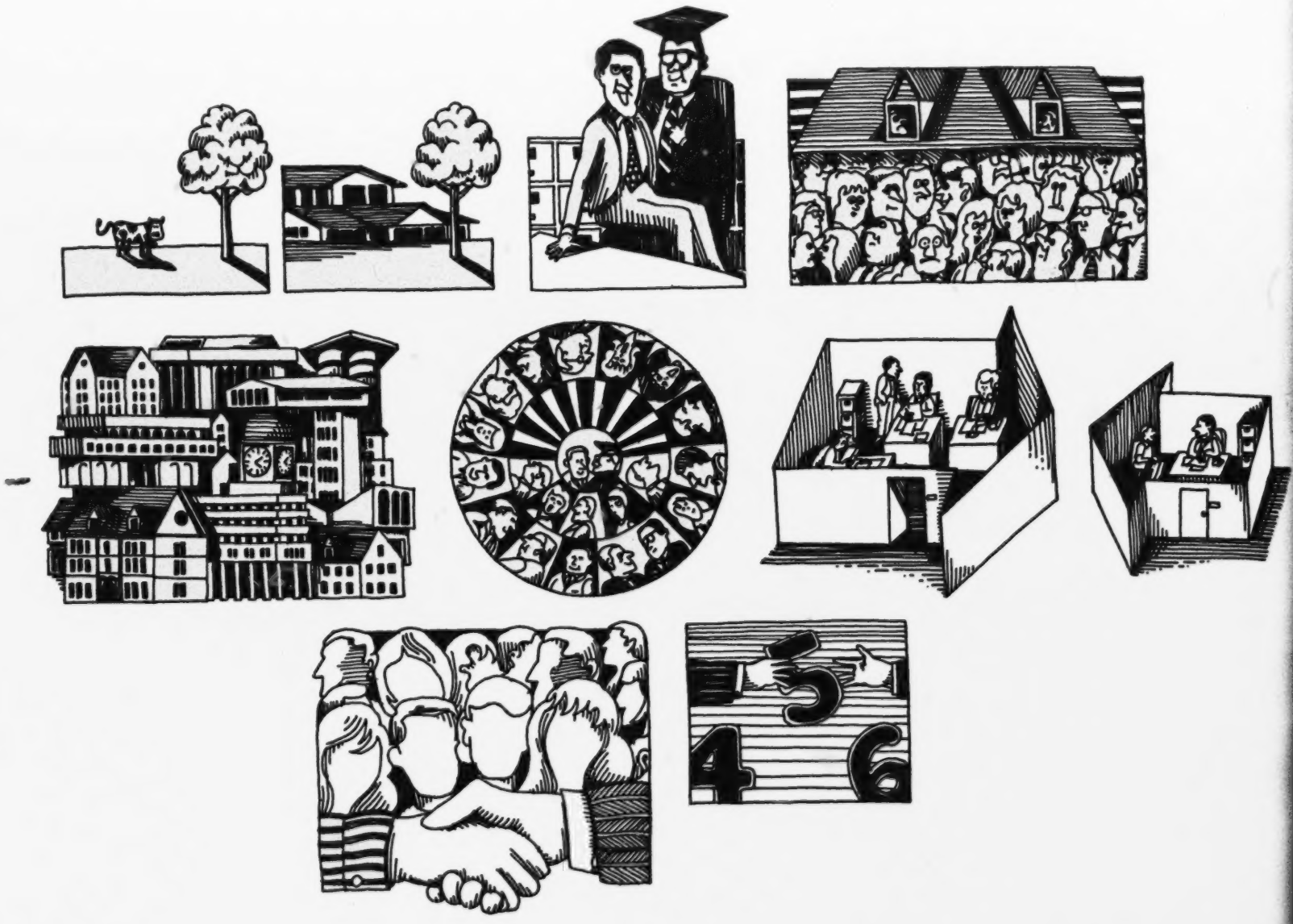

BY CHARLES C. COLLINS

JC670920

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We are here at Airlie House, surrounded by the springtime beauty of Virginia, to share thoughts and experiences in planning student personnel facilities for community colleges. Taken altogether, we have a great fund of experience from which to draw, and no mean supply of talent. We are counselors, student activity directors, deans of student personnel, architects, community college presidents, and student personnel educators. Before we were any of these, we were students and, hopefully, now have fused the perception of the student and the student personnel expert.

The Carnegie-supported report, *Junior College Student Personnel Programs: What They Are and What They Should Be* (AAJC, 1967), made it clear that most junior college students are in acute need of student personnel services but all too frequently are not getting them. This seminal study suggested that depth consideration be given to ways in which structure, administrative and architectural, affected performance. This recommendation parallels an interest, long held by the Educational Facilities Laboratory and the American Association of Junior Colleges, in defining the premises upon which student personnel facilities should be planned.

We have the happy prospect of "dreamin' our druther," or put more decorously: Our aim is to give insightful consideration to the architectural relationships of the many and diverse functions of student personnel. If we can explore and define these relationships, perhaps our efforts will help existing colleges to modify facilities to fit functions. More important, we may become a primary resource for the committee members who will write the "ed. specs." for student personnel facilities in the new community college which is founded each week.

Jane E. Matson

AAJC Student Personnel Specialist

ONE A WEEK
IS WHAT THE
LADY SAID...

TAKE A NUMBER
FROM 1 TO 14...

In one of the fifty states a new community college is dedicated each week and this average shows no signs of abating for some years to come. This is analagous in investment and in complexity of planning to an aircraft company building a B-52 bomber each week. The major difference is that community colleges cannot be cut by the same die on a production line basis.

Each new college must be and will be the unique product of the community which spawns it, but this does not mean that one college cannot profit from the errors—and successes—of those which preceded it. It should be possible to arrive at some principles, some definition of relationships, some insights, some reduction of options which would be of value to any and all colleges.

The subject at hand is that of student personnel, as on another occasion it might be instruction, or administration, or community relationships. Yet it is all of a fabric—student personnel being mutually supportive with instruction. The first center of focus should then be the functions which, by tradition and logic, are assigned to student personnel.

And each will represent a basic function, a category of tasks, which falls within the authority and responsibility of the office of vice-president of student personnel. As discussion progresses these helping services will simply be referred to by number of categorical name. However, at this point they will also be described operationally.

1. *Precollege Information:* Disseminating information by brochures, counselor visitations, on-campus visits, conferences, direct correspondence, etc., to encourage college attendance, to note special features of the college, to foster understanding of requirements for admission and for special curriculums, to develop proper attitudes, and to contribute to student decision making and planning; giving of information pertinent to interpretation of tests and other data, and proffering educational and occupational service to applicants prior to formal admission.

2. *Registration and Records:* Designing registration forms and data processing procedures; effecting class changes and withdrawals, recording instructor's grades; providing transcripts and, where possible, machine-scheduling the students into classes; maintaining accurate, functional records to be compiled into a cumulative file reflecting educational, psychological, physical, and personal development. (These records should be comprehensive, pertinent, accurate, and should be widely but discreetly disseminated.)

3. *Appraisal:* Obtaining, organizing, and evaluating significant background information such as transcript and test interpretations, individual case studies, interviews with students, staff inquiries, etc., to determine admission and curriculum eligibility, to effect proper placement and to assist students toward the self-knowledge needed for decision making and planning; measuring of aptitude, interests, values, achievement, and personality factors of students, as well as assessing the pervasive characteristics and tone or climate of the institution; evaluating of past records and testing in the skills of reading, listening, speaking, composition, and mathematics to assure proper placement of students in courses of varying levels of difficulty. (Coordination with instruction in these fields remains integral to this service.)

4. *Counseling:* Providing professional service to students in clarifying basic values, attitudes, interests, and abilities; assisting in all phases of decision making, formulating vocational-educational plans; identifying and resolving problems interfering with plans and progress; and providing appropriate resources for more intensive and deep-seated personal problems; giving of information pertinent to selection of

courses, occupational prerequisites, transfer requirements, effective study methods, academic progress, availability of resource agencies, and other such areas of concern to students.

5. *Orientation:* Giving information associated with induction into college, attitude development, effective study skills, test interpretation, vocational decision, and educational planning; providing of occupational information toward narrowing of vocational choice (basic curriculum decisions and planning are contingent upon possession of maximum occupational information made available through comprehensive libraries, brochures and references, seminars, consultation services, faculty advisement, and particularly through local or regional occupational information centers); providing experiences which will acquaint students with the physical and social environment of the college, its procedures, regulations, and staff resources, and to facilitate their adjustment to and use of college and community resources.

6. *Remediation:* Offering formalized activities designed to remedy academic deficiencies in reading, writing, listening, computing, and study skills that obstruct the student's progress toward his goals.

7. *Cocurricular Activities:* Arranging for cultural activities, sponsoring of clubs and organizations, advising student publications, organizing vocational and other special interest groups, developing and managing a program of intercollegiate and intramural athletics; advising student government organizations, providing training in formal and informal group processes, conducting leadership training programs, and supervising intercollegiate student government conferences and all other significant aspects of citizenship training.

8. *Health Services:* Determining health and physical condition of the students, reviewing health records, health counseling, establishing a referral system, apprising parents, and other such systematic and periodic checks on the health and physical well-being of students made possible by the employment of a public health nurse.

9. *Financial Assistance:* Providing information on loans, scholarships, part-time jobs, and budget management; soliciting funds, securing government grants, and developing other resources of financial assistance for students while attending the junior college or upon transfer; and giving information and assistance to students seeking financial support.

10. *Placement Services:* Assisting students in obtaining employment while attending college or upon termination of enrollment.

11. *Housing:* Planning and directing activities related to housing provided or approved by the college; using the residence hall for the development of social amenities, social grace, and concern for moral and ethical conduct.

12. *Food Services:* Designing of the food services to foster student-faculty contact, to contribute to community solidarity, and to develop social skills; supervising and administering this student facility.

13. *Research and Evaluation:* Planning, gathering, and analyzing data that are related to the student personnel functions and needed in making decisions regarding college facilities, curriculums, courses, budgets and policies; and preparing reports to persons needing such information; developing and executing plans for periodic and systematic evaluations of the student personnel program.

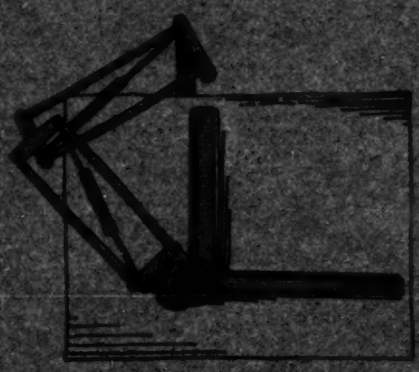
14. *Community Services:* Providing off-campus vocational and educational counseling and other student personnel services to out-of-school youth and adults.

After these functions have been numbered, named and defined, concern shifts to what relationship each has to the others and what effect, if any, this has on campus location.

GEOGRAPHY HAS TO PRECEDE GEOMETRY...

This is an axiom in architecture which became a byword at the Airlie House conference on student personnel facilities. As a matter of fact, the only renderings produced, or intended to be produced, were those of spaced out globs and blobs. The point, of course, is that design, artistic and geometric, follows a decision on what should go where. The rationale for a decision calls for an accurate definition of the what and a precise location of the where.

In the planning of a specific college, the task of the educator is to prepare the educational specifications from which the architect begins to create design. In this discussion of student personnel facilities in the abstract, the common focus of the student personnel specialists and the architects was that of functional relationships (where) and the nature of the space required (what). Linear, square, or cubic feet were never mentioned.

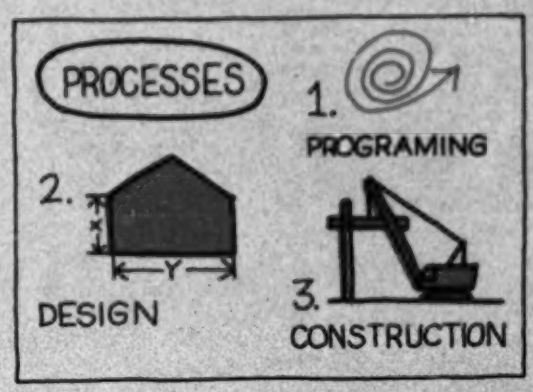


The relationships radiate to encompass more and more, like three expanding circles in the water. There is the intrarelationship among the fourteen student personnel functions; then there is the interrelationship of these functions with the instructional and administrative services; and finally, there is the extrarelationship of these functions with the wider community.

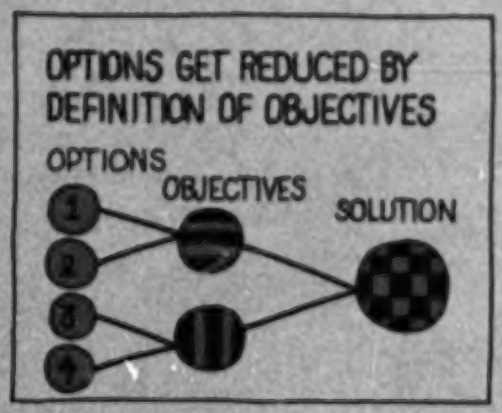
The more this factor of relationship is studied the more apparent it becomes that there is not just one way to fit the puzzle together. The completed picture will depend upon the size and shape that each community college gives to the respective parts. Perhaps a beginning can best be made by momentarily forgetting about interrelationships and extrarelationships and concentrating on the intrarelationships, i.e., the affinity each of the fourteen student personnel functions has to all others. When this is done and the consensus among student personnel specialists is charted, some pattern of affinities emerges, but the pattern is not one of neat and definite clusters. For example, point 4, counseling, is shown to be related to all functions except items 7, cocurricular activities, and 12, food services. If, in fact, the marks on the illustrating chart used at the conference reflect a direct physical relationship, then category 4, counseling, will have to be a hub to which most of the others connect like spokes.

It may be, as many counselors would testify, that counseling is the nerve center not only of the student personnel services but of the whole college and that nothing should be more than one synapse away. Such a conclusion is not without its problems.

HOW DOES THIS PUZZLE FIT TOGETHER?...



EVERYTHING CAN'T BE NEXT DOOR TO EVERYTHING...



The ultimate of complete centralization is a traffic jam. All may be within shouting distance of each other, but the communication required for unsnarling is likely to have a snarling tone to it.

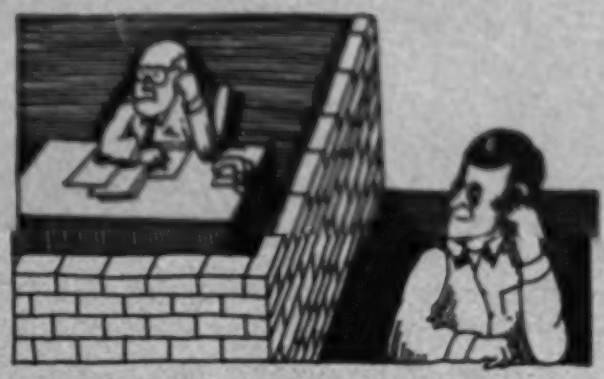
There are some first principles which could be used as bench marks in the plotting of any college. Among these is the truism that physical environment becomes a prime determinant of the behavior of the people living within it. A corollary is that the physical environment should reflect and enhance the aims of the institution. Since colleges are for students the facilities should be planned for the benefit of students. One more: within the lexicon of both education and architecture, convenience and communication are magic words—and deservedly so.

This neither exhausts the listing of first principles nor sets the limits for centralization or for decentralization. It does suggest still another principle: the infinity of options from which to select is quickly and radically reduced as objectives become more precisely defined. In the perfect world of theory, an end, defined in all its ramifications and with complete exactitude would, by logic, dictate the means for its own attainment. In the imperfect world of education and architecture, options are not in short supply. However, opting for A over B or C or Z brings with it A's consequences.

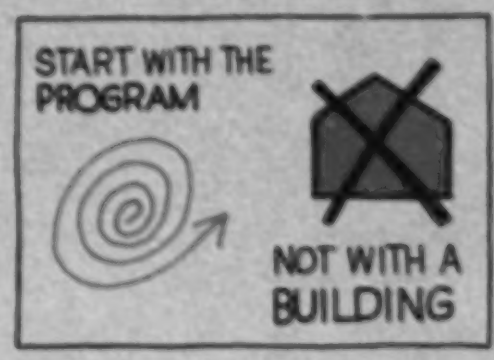
Marshall McLuhan's aphorism applies to locations and traffic patterns and buildings and rooms just as it applies to pictures and sounds and other stimulants of the sensorium.

The nature of the student personnel facilities and their geographic pattern will carry an implicit, perhaps unconscious, yet, loud message to the students, to the faculty and to the student personnel workers themselves. If student personnel is housed in the administration center, the message is "student personnel is part of administration." If the counselors are isolated in a warren of cubicles to which admission is controlled, the message is "that is where you go to have your psyche fixed."

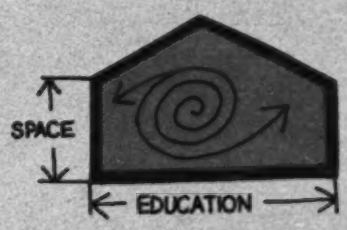
There is no way to avoid the media carrying a message. However, the message doesn't have to be a bad one, or inaccurate. The facilities and their patterning can carry in truth what many community college catalogs carry only in words: "This college is student centered."



THE MEDIA IS
THE MESSAGE...



CONSIDER THE OPTIONS WELL: THE CHOICE WILL BE SET IN CONCRETE



PROGRAM SHOULD DETERMINE FORM AND ARRANGEMENT OF FACILITIES

As one community college president pointed out, a remnant of flexibility can be kept by refusing to name any building. If this is any solution at all, it certainly is a procrustean one for then the functions must be trimmed to fit the building in which they chance to be housed. New colleges, at least, have the good fortune, and the difficult task, of defining their options on the basis of philosophic commitments.

Those who make the decisions could envision the college as a knowledge factory, or as an intellectural-cultural-recreational center, or as a small but nearly autonomous universe. The scale of the vision will be measured by the functions to be served, and, in turn, the functions will determine the facilities to be planned and constructed. So also with student personnel; it could be perceived narrowly as course programing or broadly as the fourteen functions previously described. Assuming a broad-guage perception of student personnel, an immediate and major decision must then be made on the geography of the facilities in which the fourteen functions will be performed.

This decision will probably be in the direction of one of these three broad-stroke options: (a) centralization of almost all student personnel services within a student center, (b) dispersal of counseling and all other student personnel functions throughout the entire campus, and (c) establishment of satellite subcenters for counseling with a gravitational tie to one or several centers providing supporting services.

Each of these major options carries with it a whole sequence of secondary questions. For example, does the location of the office of vice-president of student personnel depend on whether the functional relationship is centralized, decentralized, or satellite?

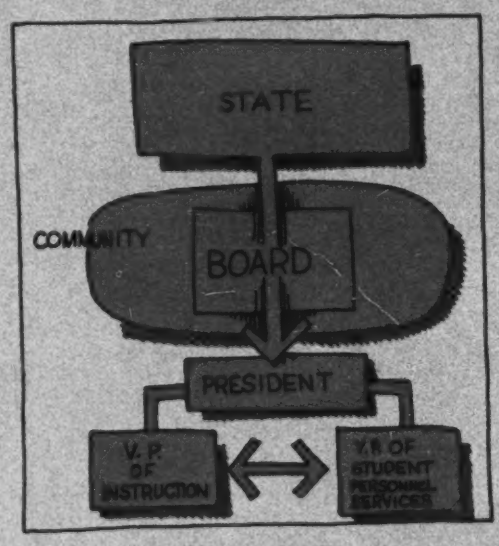
It is also where the power is and, therefore, where the vice-president of student personnel should be. As one wag put it: "The vice-president of student personnel should sit in the president's lap."

The communication link between the top student personnel officer and the college president deserves priority over all other ties. In a decentralized or in a satellite pattern the vice-president of student personnel cannot exercise line-of-sight supervision anyway. Even in a centralized system much can be said for weekly or even daily conferences involving the staff officers in charge of each phase of student personnel. A dividend reported by many colleges with a physical separation of the vice-president of student personnel from the counseling staff is the appointment of a chief counselor who can consult directly and intimately with counselors in need of assistance.

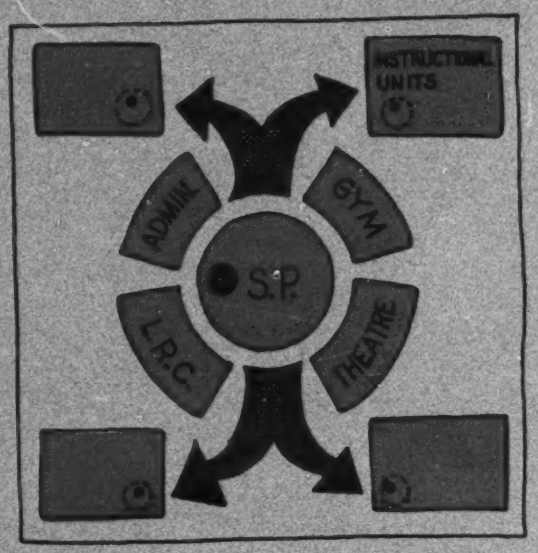
At the Airlie House conference every question about location of student personnel facilities provoked argument except two. There was consensus that counselors should not be housed in the administration building. By reverse token there was unanimity in advising that the vice-president of student personnel have his office next door to that of the president.

Since the vice-president of student personnel is singular it is not too difficult to agree where he should hang his hat. The fourteen functions which he administers are plural, hence decision on their location is much more difficult. One possibility is putting them all together under one roof.

ADMINISTRATION IS WHERE THE FLAG IS...



TRUE, AN ANT HILL IS CENTRALIZED BUT...



It is also very crowded and takes the totalitarian control of ants to keep the traffic flowing properly and to make the whole system work.

It would be possible, and in some ways advantageous, to build the necessary facilities for most of the fourteen student personnel functions under the roof of the student center. Properly planned, it wouldn't necessarily even be an ant hill. One wing or floor could be devoted to counseling, appraisal, registration and records, and related functions. Another floor could be the recreation center, cafeteria, and all offices and work space needed for cocurricular activities. Health, financial assistance, placement, and housing could have the space they require in either of the two floors or wings mentioned.

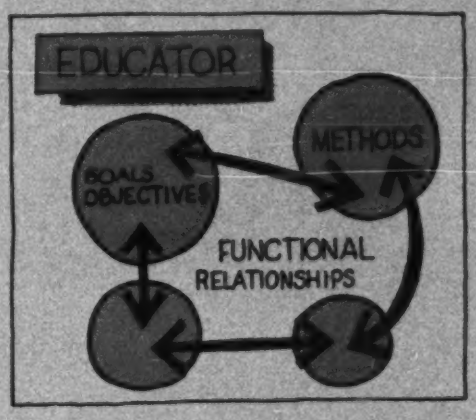
Students would soon learn to associate the student center with student personnel services and would therefore know where to go to find them. Of course, it would take a very large building to accommodate these services adequately; the student traffic might become chaotic; the psychological dichotomy between student personnel and instruction would probably become more pronounced; and the rest of the campus would be impoverished by this intrarelationship taking complete precedence over interrelationship.

Making the student personnel functions pervasive throughout the campus may result in the student-center point of view permeating the entire college. To be in the human traffic pattern is to be in the channel of communication and in the flow of ideas. Students remember the location of what they see in passing and are reminded to stop and utilize the services offered.

One of the attractions of the decentralization option is the increase of interrelatedness. If there is a counseling subcenter in each of the curricular complexes; if registration and records are a service and not an annoyance to the staff; if the counselor as educational psychologist works closely with the remediation teachers in the educational materials center; if the health service functions with physical education, placement works with vocational-technical education, financial aid cooperates with community relations, and housing coordinates cocurriculum; if the whole staff has a role in dispensing precollege information and in the orientation of new students; if research and evaluation is made significant to the vital concerns of each segment; if community services are a very visible extension of the whole college into the community—if all these conditions are met, then the present goal of interrelationship will have been gained and the higher goal of unity of endeavor will be within sight.

Resistance to decentralization will probably be strongest among those counselors who define the student personnel function as counseling with a few fringe services appended.

THE ACTION IS IN A TRAFFIC PATTERN, NOT A TRAFFIC JAM...



ISOLATION → ALIENATION: INTEGRATION → INVOLVEMENT...

This behavioral formula seems to apply no matter what the size of the social unit. Many believe that dispersal of counselors to satellite subcenters would involve them more with faculty colleagues and, more important, increase their involvement with students. Although this innovation is only now being tested by William Rainey Harper College in Illinois and a few others, many years of negative experience demonstrate that physical isolation of counselors has alienated them from the faculty and has made them strangers to many if not most students.

Satellite subcenters are, as the name suggests, clusters of faculty and counselor offices opening into a reception room lounge. They are strategically located in various corners of the campus, usually corresponding to academic departments or divisions. The counselors in each cluster, by virtue of background or interest or simply by contact, become particularly knowledgeable in all guidance problems related to that department or division. For the counselor the lounge serves as the place for casual contact and informal counseling of students and the office provides the privacy needed for working together on more serious problems.

Right moves can be made for wrong reasons. There is obvious need for an alliance of equals between counselors and faculty members. The intimate contact provided by satellite subcenters certainly should foster a good-neighbor or good-colleague policy. However, to opt for this arrangement of counseling facilities simply to ingratiate counselors with the faculty would be a form of pandering that would denigrate both counselors and the counseling profession.

This arrangement presents some rather obvious problems, not the least of which are the control of intake and the question of accessibility to student records.

OPEN-DOOR COUNSELING IN AN OPEN-DOOR COLLEGE...

Often students come from high school with the image of a counselor being some authority one gets sent to when in academic, disciplinary, or psychological trouble. Such students are likely to avoid counselors with the same care as they would avoid truant officers.

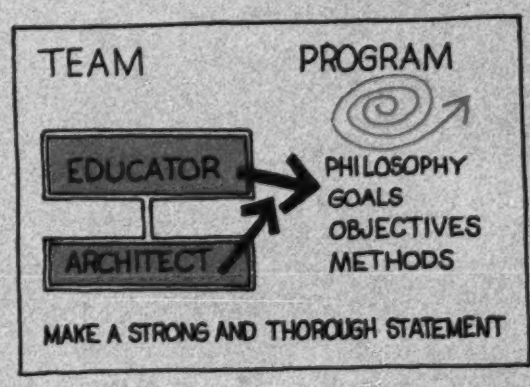
Other students will perceive counselors as officials for whom one waits interminably to get a study list initialed.

Still other students would really like to talk to a counselor but feel abashed by the necessity of making an appointment, waiting a week for it, and then facing the cold formality of telling a personal problem to a stranger. These hurdles are even more formidable to the young dropout killing time on the streets of a slum, or to the adult in the community who wants to return to school but is full of fear about it. Even finding the counselor sometimes takes a bit of detective work, and getting to see him may require the brashness of a party-crasher.

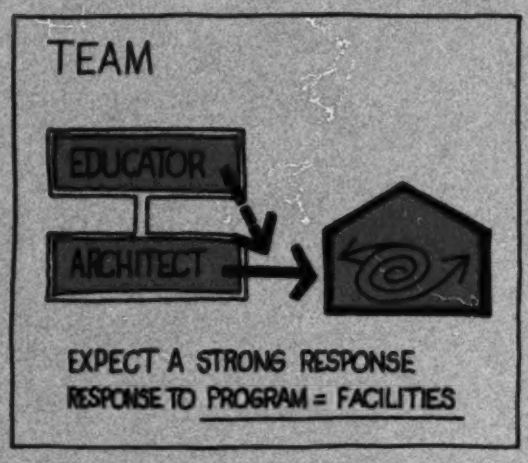
The point of reciting this catalog of obstacles is to support the concept of what might be called open-door counseling. For facility planning the name open-door counseling should be taken literally. It suggests a physical arrangement in the main counseling center, in the satellite subcenter, or in the store-front office downtown, that would couple an open lounge-type outer office with each counselor's private office. This would provide for the casual drop-in, the quick question, the inevitable approving initials, and, more significantly, the first contact for those wanting and needing private counsel. It would require that offices open into a spacious room where traffic could be handled easily and comfortably. The common pattern of a hallway lined on either side by counseling cubicles would not accommodate this concept. Neither the necessary furniture nor the traffic would fit.

A modified variation on this open and closed counseling set-up would be to provide an information-type booth, where the traffic is heaviest, and keep it constantly manned by a counselor-at-large. All counselors would get tours of this duty, come to know a host of students thereby and also be exposed to every conceivable advisement and counseling question.

Either the booth service by a counselor-at-large or the open and closed counseling facility should serve the purpose of those colleges bold enough to provide off-campus counseling to those who probably need it most.



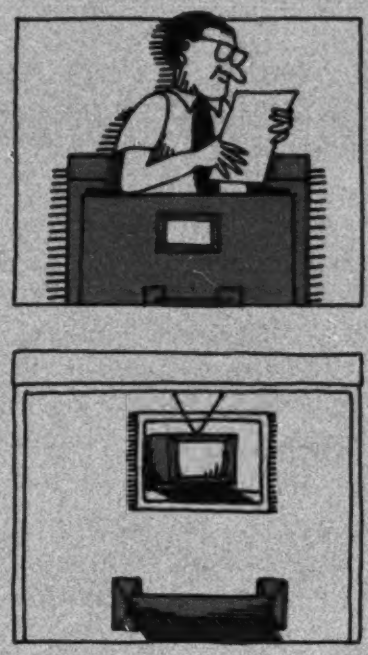
THINK AHEAD



Those wearing the blinders of the present are likely to respond negatively to any suggestion for separating counselors or other student personnel workers from the repository of student records. Planners with an eye to the future will be confident that developing technology will define proximity not by the linear feet between two points but by the sophistication of the wiring of the plant.

Occupational information retrieval and dissemination centers already allow the dialing of a job family code number to get a TV screen read-out of microfilmed data on all the jobs within that code. It is quite conceivable for all pertinent records on a student to be miniaturized, or possibly computerized. This would allow push-button availability of data to the student personnel worker on a small TV screen in his office. With this technology, the office can be across the campus, in the heart of the downtown ghetto, or any place that a wire can reach.

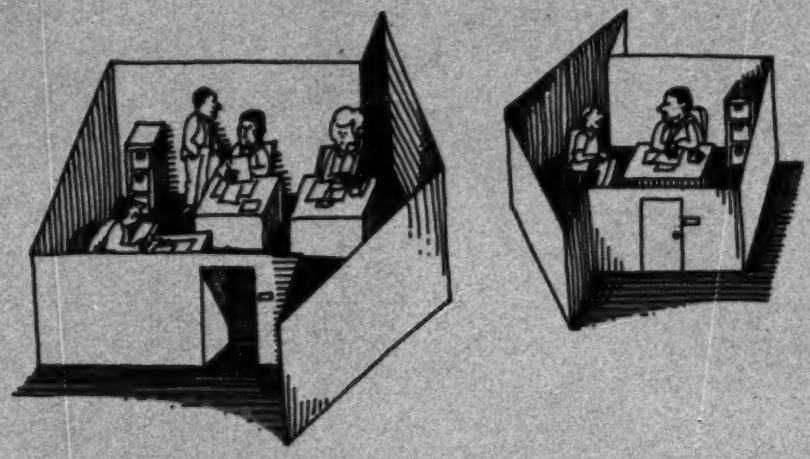
Of course, the counselors in the subcenters are not attached by wires, and satellites can fly loose and be captured by other gravitational pulls.



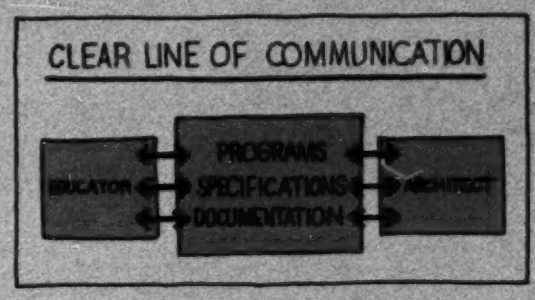
Subcenters for counseling do not exclude the possibility or even probability of a core center for counseling. "Sub" connotes a subordination. To use the satellite metaphor, the magnetic pull will be from the mass which has as its nucleus the office of vice-president of student personnel, well valenced by registration and records, appraisal, orientation, cocurriculum, research, and most important, the core center for counseling.

If the satellite subcenter is to be a facility pattern, then a balance must be struck between the value of counselor integration with faculty and students and the value of intraprofessional contact and identification of counselor *qua* counselor. (In the above statement perhaps "student personnel worker" should be substituted for "counselor," for the placement officer, the financial aids advisor, the research specialist, etc., might also have their respective offices in these subcenters.)

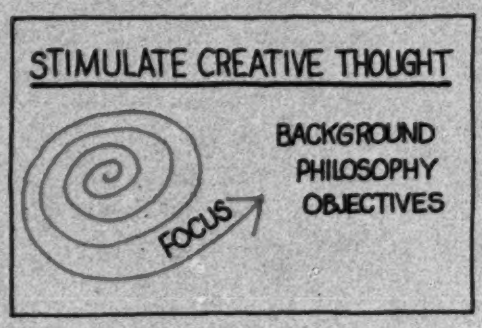
In an overpopulated college, just as in an overpopulated world, perhaps individuality, along with a sense of community, can only be sustained by the creation of many little interlocking universes.



SATELLITES HAVE TO REVOLVE AROUND SOMETHING...



INTEGRATION IS SEGREGATION THROUGH SELF-DETERMINATION



Integration in a two-year, commuter college with a student population perhaps in excess of 5,000 or even 10,000, is indeed difficult to achieve or maintain. A sense of individual importance, a sense of community, a sense of belonging, a sense of friendly concern are worthy objectives frequently found in the catalog of community colleges but rarely found integral to the campus structure.

People can mingle with hundreds or thousands, but they can integrate with only a few. This integration comes about through mutual selection and the process is usually based upon frequent contact, common interests, cooperative tasks—and a convenient place to gather. Clusters of faculty and counselor offices opening into a small lounge, complete with comfortable furniture and coffee bar, would at least contribute to the integration of counselors with faculty, and the integration of these staff members with students within this enclave.

Fostering a more thorough integration of students with students may call for an innovation that could take many forms and could go by many names.

WHERE IS HOME BASE IN THIS BALL GAME?...

For the usual student in a commuter college, his office, his file cabinet, his locker, sometimes his lunch room, and sometimes his trysting place, is his car. The reason for this is very simple: he has no home base on campus.

The confused bedlam of the student center serves this need no better than the quiet, hard-chaired decorum of the library. The student is not likely to work out his problems of personal identity sitting in his car while waiting for his next class. Neither is the college, nor the intellectual and cultural values for which it stands, likely to become the object of his identification.

This idea was expressed most vividly and charmingly in a memo written by Dean Terry O'Banion to President Joseph Fordyce when they were planning Santa Fe Junior College in Florida:

> I would like to see us include in the overall campus development, plans for spaces clearly earmarked for student-student, student-faculty, and faculty-faculty interaction. It seems to me that we could provide some ten or twenty planned spaces for students that might be parts of some buildings and separate in some cases.
>
> I use some of the following terms when trying to explain this idea to myself:
>
> 1. Watering holes for commuting students (Ed Finley used this)—drink from the wells of life.
> 2. Santa Fe Outposts—A haven for the weary.
> 3. Oasis—Mecca—Private enterprise builds one across the street from every campus. Wanderers fill their stomachs here, perhaps their souls.
> 4. Neighborhood Bar—Come ye who are heavy-laden.
> 5. Home Base—There's no place like it.
> 6. Climate Clusters—Birds of a feather. . . .
> 7. Others: Soul Booths, Confrontation Cubicles, Foxholes.
>
> Does my stream of consciousness portrayal communicate? It shouldn't communicate too clearly for I am not at all sure what I am talking about. Two additional concepts help me a little, one physical and one psychological.
>
> *Physical Concept*—I visualize the gazebo as a good representation of the kind of space I am talking about—perhaps an octagon-shaped, roofed space with seating space for eight students. These could be miniatures of the central building complex appropriately grouped for attractiveness around the campus. I see gazebos on stilts over the "ponds" with interconnected boardwalks to be used as nature trails—living science labs.
>
> *Psychological Concept*—The term "Nurture Nooks" most nearly communicates what I mean. The most important learnings of students may not occur in our traditionally planned learning spaces; the most important learnings may occur in the nooks and crannies of the college environment, in the nooks and crannies of the curriculum as well as the physical plant. Some "Nurture Nooks" now in existence at Santa Fe include the back of the auditorium, the steps of the front entrance, the window casings overlooking the inner garden spots, the green bench at the bus stop in front of the building, and the cars parked in the back lot. It might be possible to plan spaces for these natural gathering places.
>
> If you build a gazebo on stilts over the pond and leave all the trees, you get a "Nature Nurture Nook!"

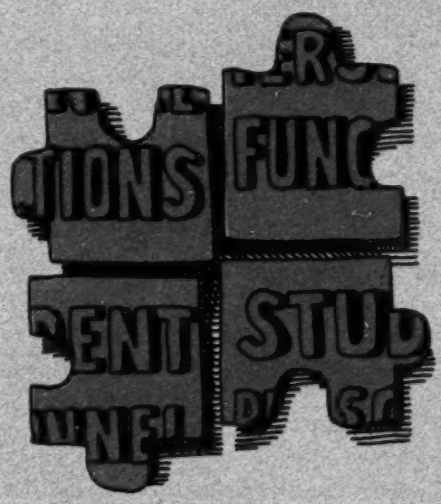
DISPERSAL CAN'T BE RANDOM...

Without being just senseless explosion. Some things fit together better than others and although there are overlaps and discontinuities and irrelevancies, there are also affinities and these should be exploited.

Some of the student personnel functions have supportive links and mutual dependencies which bind them into a group. Some, for example counseling, registration and records, and community services, have such centrality or such breadth that they become the magnetic mass around which the others revolve. They may appear independent but obviously for facility planning they are not since other factors are dependent on them.

Those functions which are the nexus for the other student personnel services are the very ones which can have the greatest interrelationship with the learning materials center, with instruction, with administration and with the wider community. Counseling in store-front offices in the ghetto, counseling in satellite subcenters, and counseling in a booth around which student traffic has to flow—all illustrate the point that functions for which intrarelationships have been successfully developed are the functions which lend themselves best to interrelationships.

The concern of the student personnel facilities conference was basically geographic. It dealt with premises on where functions should fit on the premises. "The where" cannot be and has not been discussed without some reference to "the what"; nonetheless, there are some words and pictures to be added describing the spaces needed for proper performance of the student personnel functions.



During its history of fifty or sixty years the junior college has had its definition broadened from academic lower division to universal postsecondary education and, at present, to an academic-cultural-recreational center for the entire community.

In its next phase the name community college may still apply but in quite a different sense. Instead of being a center extending some services to the community, it may become a self-contained community.

Bakersfield College, in California, has dormitories which will accommodate approximately 120 students. However, it learned last year that approximately 1,000 of its 5,000 students did not live at home. Although not all of these "unhoused" students would choose dormitory facilities, even if they were available, this example suggests that the idea that all community colleges are commuting colleges just is not true any longer—if it ever was true. The fact is that some junior college districts are larger than some states. For example, the Kern Joint Junior College District, of which Bakersfield College is a part, covers over 10,500 square miles.

Washington State has been divided into twenty-two junior college districts, some of which will be so large that some type of housing will have to be provided. These facts are given to suggest that the concept of a commuter college may be outmoded. The community colleges may become communities; a shift which has far-reaching implications for facility planning.

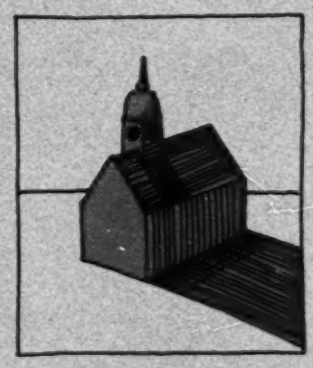
If two or three thousand students are living on campus in residence halls, then student personnel workers are going to be obliged to stretch their minds and prepare themselves for an even larger role. Each residence hall will need its own student center and the main student center will have to be more than a place often pictured in the dim past—a place to eat a quick snack, chat with friends, and perhaps play a game of ping-pong. They will need to become the kitchen, dining room, and living room of the resident students and to a lesser degree will probably become the same for the students who sleep and work off-campus.

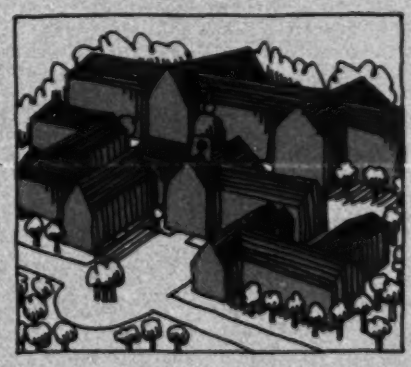
The first-aid kit of the past now ought to be a health clinic. The bookstore has grown into a department store.

Residence hall counselors will be needed as well as a clinician or so to deal with the psychological casualties. Social director will become a new position within student personnel. The dean of students and his staff will serve as everything from policeman to parent surrogate. An impressario will be needed to manage the cultural offerings for the college community, plus the wider community. And so it will go as imagination expands to meet the developing needs.

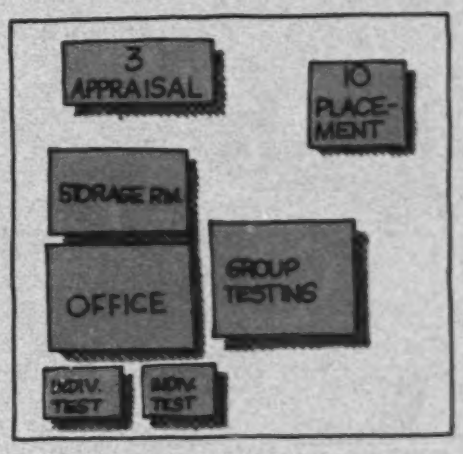
Those who think the four-year colleges have already cast the model for this kind of college community should be disabused of this notion. The Airlie House conference did not seriously address itself to this redefinition of the community college but did explore it sufficiently to see that the four-year college pattern could not be just slightly tailored to fit this new educational phenomenon. More thought and planning is needed and not in the too-distant future.

THE COMMUNITY COLLEGE REDEFINED...



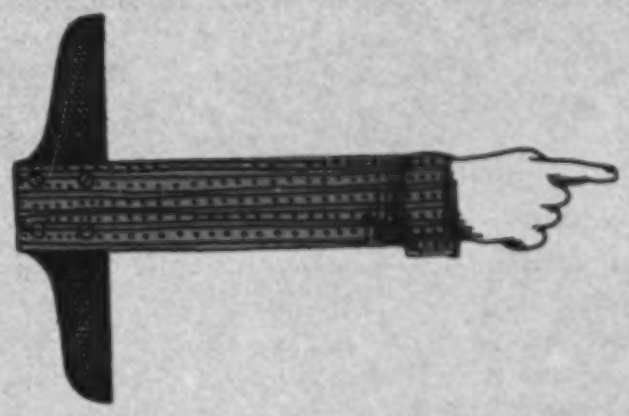


TO INTRODUCE THE ARCHITECTURAL NITTY-GRITTY,



Some bare-bones presentation of the spaces or facilities needed for student personnel functions should be made.

Some of the functions, such as precollege information, orientation, research and evaluation, and community services require no more than a sharing of existing on and off-campus facilities. Other functions are so well defined and stabilized that the listing of facilities is limited and rather obvious. Still others, such as counseling, appraisal, cocurricular activities (particularly the student center), and health services, are limited only by imagination and money.



SPACE DIAGRAMS AND PERFORMANCE

In a final attempt to glean a measure of graphic substance from this conference, the participants set about to delineate and, at least, partly describe the essential spaces necessary for a succesful student personnel operation. The diagrams which follow are the result of this effort.

This again is a difficult task since precise sizes, shapes, and arrangements of spaces must be programed in detail for each individual institution. Sizes and shapes on the diagrams, therefore, are relative only. The spaces are not drawn to scale and square feet have been intentionally omitted.

It is hoped, however, that these diagrams, as general as they may be, will give some insight, especially to the planners of new colleges, into the desirability of providing ample and well-planned student personnel facilities so essential to the success of the community college.

INFORMATION OFFICE

1. Precollege information
Inviting, accessible to public, attractive but not garish. Reflecting college image to community with facilities for display and distribution of informational materials.

HEAD OFFICE

2. Registration and Records
Comfortable, attractive office space suitable for supervision and coordination of registration and records function.

GENERAL OFFICES

Comfortable work spaces. Number and specific assignment to be determined by individual college program.

CLERICAL & TEMPORARY RECORDS

Spacious, attractive, efficient, quiet as possible.

PERMANENT RECORDS

Security storage essential, fireproof vault. Easy accessibility for staff.

DATA PREPARATION

Separate work space, efficiently arranged for records duplication, key punch or other mechanical operations.

WORK ROOM & STORAGE

Storage space for forms, materials, equipment. Work space for sorting, collating, etc.

RECEPTION, WAITING & INFORMATION

Spacious inviting, attractive, quiet, pleasant, adequate seating, writing space. Counter or other barriers to be avoided. Roving receptionist (similar to airline) who not only adds to friendly atmosphere but increases efficiency of operation by controlling and directing traffic. Student-centered.

OFFICE

3. Appraisal
Attractive, suitable for coordination and direction of services to students and staff.

GROUP TESTING

Spacious; comfortable with adequate space to meet professional standards for group testing. Accessible for monitoring.

INDIVIDUAL TESTING

Private, controlled accessibility, attractive, quiet. Sufficiently large to ensure physical and psychological comfort.

STORAGE

Suitable space for storage of test materials, equipment, records, etc. Security for test materials and records is essential.

HEAD OFFICE

4. Counseling
Privacy, accessible to student and staff, pleasant.

INDIVIDUAL COUNSELING

Accessible, potential for privacy, friendly, informal, comfortable atmosphere, suitable for use of audio or video tape equipment. Avoid typical office appearance—avoid conventional desk; physical surroundings should promote conversation. Number of offices to be determined by individual college program.

GROUP COUNSELING

Attractive, suitable for groups of ten-fifteen for counseling or small, informal conferences. Comfortable furnishings and appropriate equipment (round table, if any). Suitable for use of audio or video tape equipment.

RECEPTION, WAITING & INFORMATION

Inviting, easily accessible, friendly, comfortable with waiting spaces conducive to study or reading. Space for display of pertinent materials with ready availability to those seeking services. Barriers to counselors should be minimized.

CLERICAL

Efficient space for clerical services provided for counseling staff, easily accessible to counseling staff but not to public.

WORK ROOM

Space suitable for storage and processing of audio and video tape equipment and supplies, storage of materials, reproduction of tapes, materials, etc. Security storage essential.

GROUP ORIENTATION

5. Orientation
Inviting, comfortable, flexible for variety of orientation programs, formal classes, informal discussions, demonstrations, etc.

LARGE GROUPS

6. Remediation
Flexible for variety of uses, including classes, demonstrations, informal discussions, use of a variety of electronic equipment. Accessible to learning center and instructional staff.

SMALL GROUPS

Comfortable, inviting, avoiding classroom atmosphere.

INDIVIDUALS

Suitable for individual study or use of specialized equipment, with some degree of privacy but accessible to instructors and supervisors. Open to students at all college hours. Number to be determined by individual college program.

7. Cocurricular Activities

HEAD OFFICE

Comfortable, attractive office space suitable for coordination of cocurricular program. Easily accessible to students.

CLERICAL

Pleasant, spacious easily accessible to students and staff so that reception functions can be carried on.

STUDENT GOVERNMENT

Spacious area for officers of student government organization. Accessible to students, attractive, good work spaces with some privacy provided for major officers as minimum. Should promote business-like atmosphere without austerity.

MEETING ROOM

Inviting, attractive, adequate for numbers involved, flexible to accommodate variety of activities including official meetings, informal conferences, work projects, etc.

STUDENT ORGANIZATIONS

Flexible space suitable for shared 'headquarters' activities for broad variety of student organizations, clubs and projects. Attractive, uncluttered space adaptable for small group meetings, student officer areas with limited privacy.

STUDENT PUBLISHING

Work space, pleasant, attractive for staffs of student publications. May be divided to meet needs of individual college program. Arrangement for limited privacy for conference or office space.

WORK ROOM

General work area available to students for variety of work projects. Space for preparation of materials, duplication, mailing, other processing.

STUDENT-FACULTY LOUNGE

Spacious, inviting, comfortable, planned to facilitate student-student and student-faculty communication. Flexible to allow for large and small groupings, a variety of social interactions. Wall space for art displays. Space for bulletin board or other devices for intracampus communication. In decentralized program, may be located at several areas of campus. Accessibility and inviting quality essential.

SHOWERS

Facilities for showering available to all members of the college.

RECREATION & GAMES

Facilities appropriate for variety of recreational games. Nature and variety of activities to be determined by individual college program, climatic setting and other community resources.

STORE & SERVICES

Attractive, spacious area for merchandising of books, supplies, assorted items appropriate for purchase by students and other members of the college community. Should be planned for peak purchase periods as well as for browsing. Variety and nature of services to be determined by individual needs of college. Control of access and egress desirable.

REST CUBICLES

Comfortable, attractive facilities for privacy and rest. Available to all members of the college Number to be determined proportionate to college enrollment.

STUDENT LOCKERS & STORAGE

Space for students to store variety of belongngs in secure, appropriate containers. Conveniettly located. Number to be determined by indivdual college program.

8. Health Services

RECEPTION, CLERICAL

Attractive, inviting space, easily accessible b students. Provision for display and distributon of informative materials. Suitable clerical worl area.

NURSE-COUNSELOR

Attractive office space, pleasant, comfortaba with high degree of privacy for health counselin.

EXAMINATION

Medical examining room properly outfittedfor needs of individual college and services provided.

COT ROOM

Areas for students and other members of th college in need of private, quiet facility for recuperative or rehabilitative rest for short periods of time. Accessible to other health services areas.

STORAGE RECORDS & WORK ROOM

Space for storage and preparation of supplies, equipment, materials and records. Size and nature to be determined by health services offere at the individual college.

9. Financial Assistance

OFFICE

Suitable office space for coordination and direction of financial aids offered to studets. Accessible to students with potential for pivacy.

CLERICAL & RECORDS

Efficient space for clerical services needed b development and maintenance of programof financial assistance. Facilities for display ad distribution of information materials and rms. Accessible to students so that reception fuction can be carried on.

RECEPTION, WAITING & INFORMATION

10. Placement Services
Spacious, attractive, comfortable space appropriate for students and prospective employers. Facilities for the distribution of information by printed materials, announcements, and efficient reception techniques. Adequate space for completion of essential forms.

OFFICE

Pleasant office suitable for coordination and direction of all placement services offered by the college. Accessible to students and off-campus visitors. Appropriate for brief conferences with students and employers.

CLERICAL

Efficient, well-organized space for clerical work associated with placement function, including adequate telephonic communication, correspondence, record-keeping.

INTERVIEWS

Attractive, efficient space for employers and others to conduct private interviews when visiting the college. Pleasant, uncluttered, comfortable. Accessible to students.

OFFICE

11. Housing
Efficient, comfortable space in which to organize and direct on-campus and off-campus housing program.

CLERICAL & RECORDS

Space organized for efficient clerical services related to housing program and the dissemination of information about it to students and visitors. Adequate space for records.

Facilities provided by the college or in cooperation with other groups of individuals should ensure an environment conducive to a maximum learning experience, including opportunities for social interaction.

SMALL DINING

12. Food Services
Attractive room for small group, "noninstitutional" in atmosphere. Accessible to serving areas.

LARGE DINING

Capability for serving large numbers of people without obvious regimentation. Attractive, pleasant, spacious areas for small groupings as well as mass dining. Room design should reflect consideration of diversity of student groups, faculty, and staff.

FOOD PREPARATION & SERVICE

Efficient, well-organized space for preparation of food with heavy concentration on noon meal. Serving areas conveniently situated. Areas for administrative and clerical functions related to food services provided as integral part of area. Provision for serving decentralized food serving areas if individual college program demands. Access to delivery and supply. Sufficient food storage space.

SNACK BAR

Attractive, uncluttered area for snack service capable of handling peak load in brief period. Designed so as to facilitate the development of opportunity for communication between students, faculty, and staff. Continuous service available during all college hours. May be decentralized. Number and location to be determined by individual college program.

HEAD OFFICE

13. Research and Evaluation
Quiet, comfortable office with maximum flat work space and facilities for reference materials. Privacy and restricted accessibility to students.

ASSISTANT

Pleasant, quiet facilities for planning and technical work. Adequate work space and facilities for reference materials.

CLERICAL & WORK ROOM

Efficient office for detailed clerical work where accuracy is prime essential. Facilities for use and storage of small automated equipment of various types. Facilities for duplication and collating of reports. Storage space for printed materials.

OFFICE

14. Community Services
Pleasant, attractive office well situated for easy access by off-campus visitors, suitable for direction of program of community services related to student personnel.

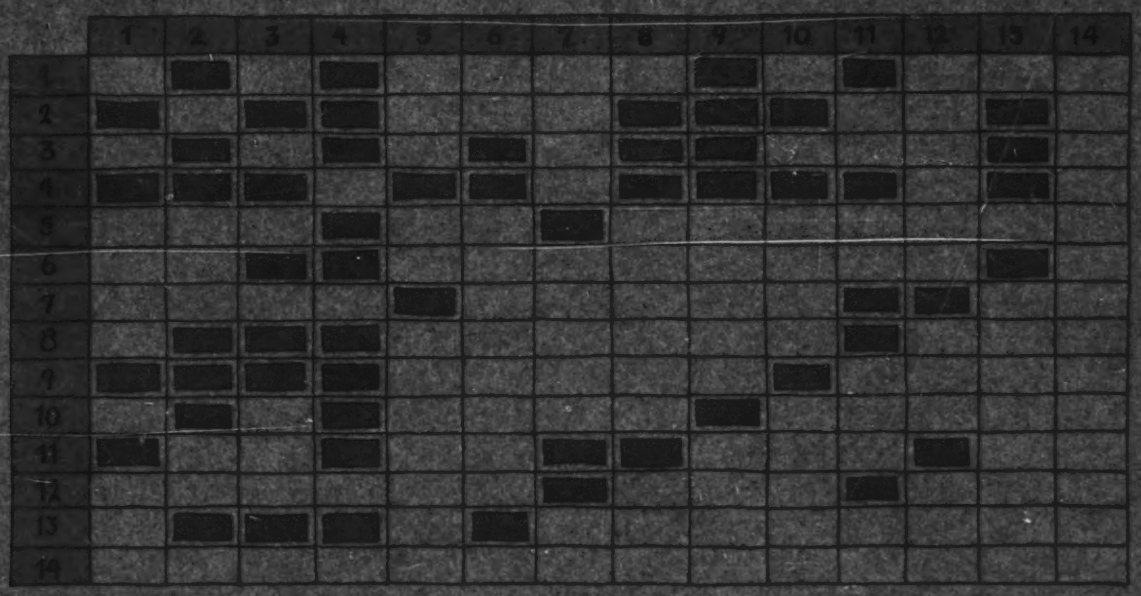
CLERICAL

Efficient, attractive office which must also serve as reception area and source of information for on-campus as well as off-campus groups.

FUNCTIONAL AFFINITIES

Establishing affinities is no easy task. It cannot be done by discussion alone. As a first step, therefore, the group constructed a grid chart by playing a sort of tick-tack-toe as discussion developed.

Some strong affinities are rather obvious while others tend to defy definition. Nevertheless, the group persisted and with the use of the chart and a reasonable measure of rationalization, proceeded to develop the diagrams which follow.



AFFINITIES DIAGRAMS

These diagrams illustrate what the conference participants felt to be the natural affinities among the various college functional units. These are diagrams only and in no way should suggest a recommended plan arrangement. They may, when combined with other necessary planning considerations, give direction to desired groupings of functions, leading to certain implications in the physical arrangement of the college campus.

A close proximity of functions on the diagrams indicates a strong affinity. A separation between them does not necessarily indicate a lack of affinity but rather less need for a close physical relationship.

Diagram A includes the student personnel functions only as a second step derived from the affinities chart previously described. The diagram illustrates that some functions tend to cluster and that counseling occupies a control position in relation to most of the other functions.

Diagram B is a third step in an attempt to relate the student personnel functions to other college functions. It is interesting to note that the participants visualized a need for such close working relationships with the other college functions that a distinction between academic disciplines, divisions, departments or other functional units was never possible. Rather, the group referred only to instructional units, regardless of disciplines.

DIAGRAM A

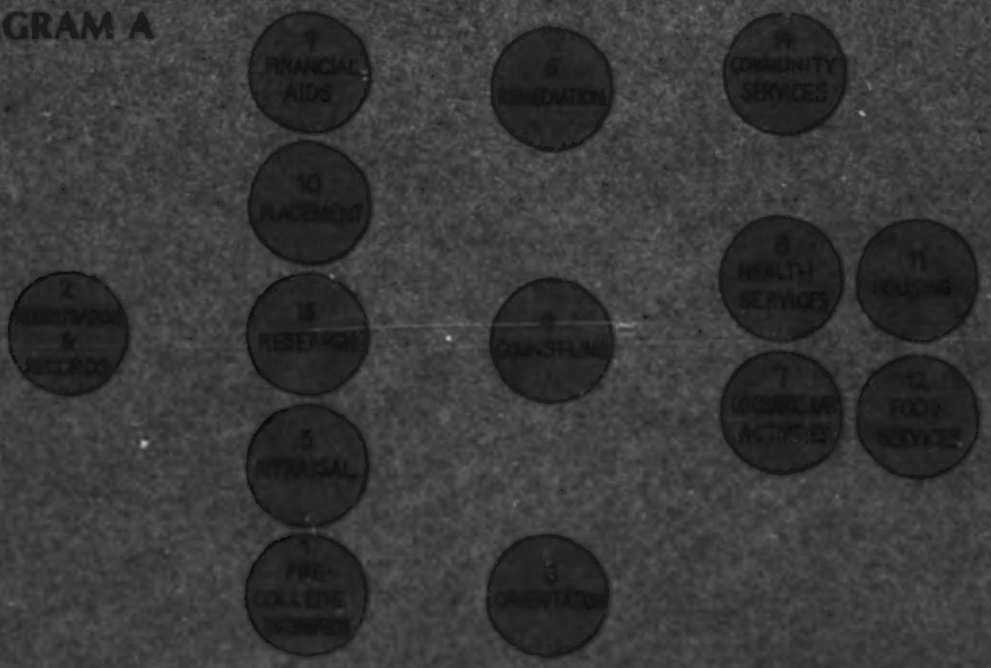
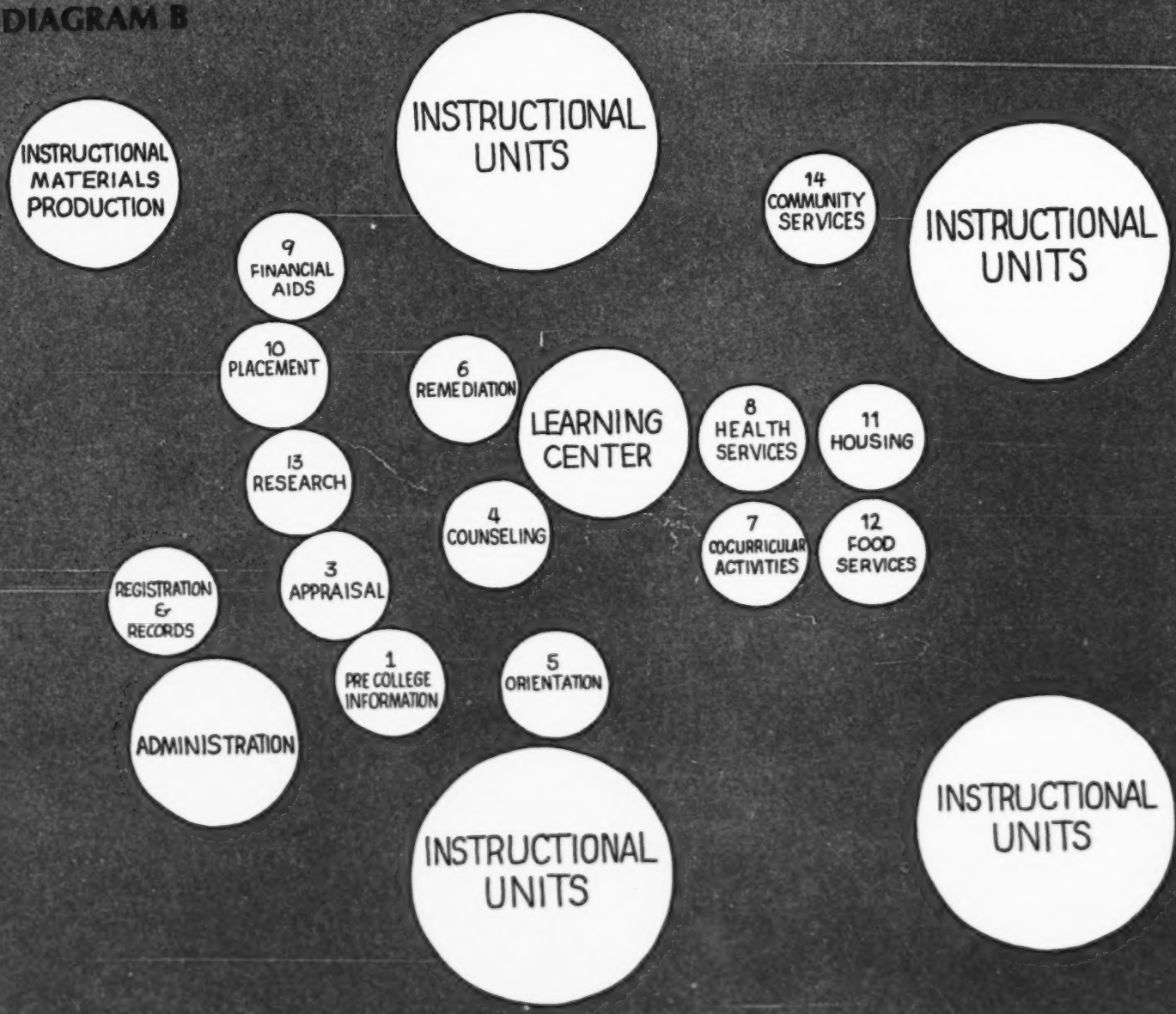
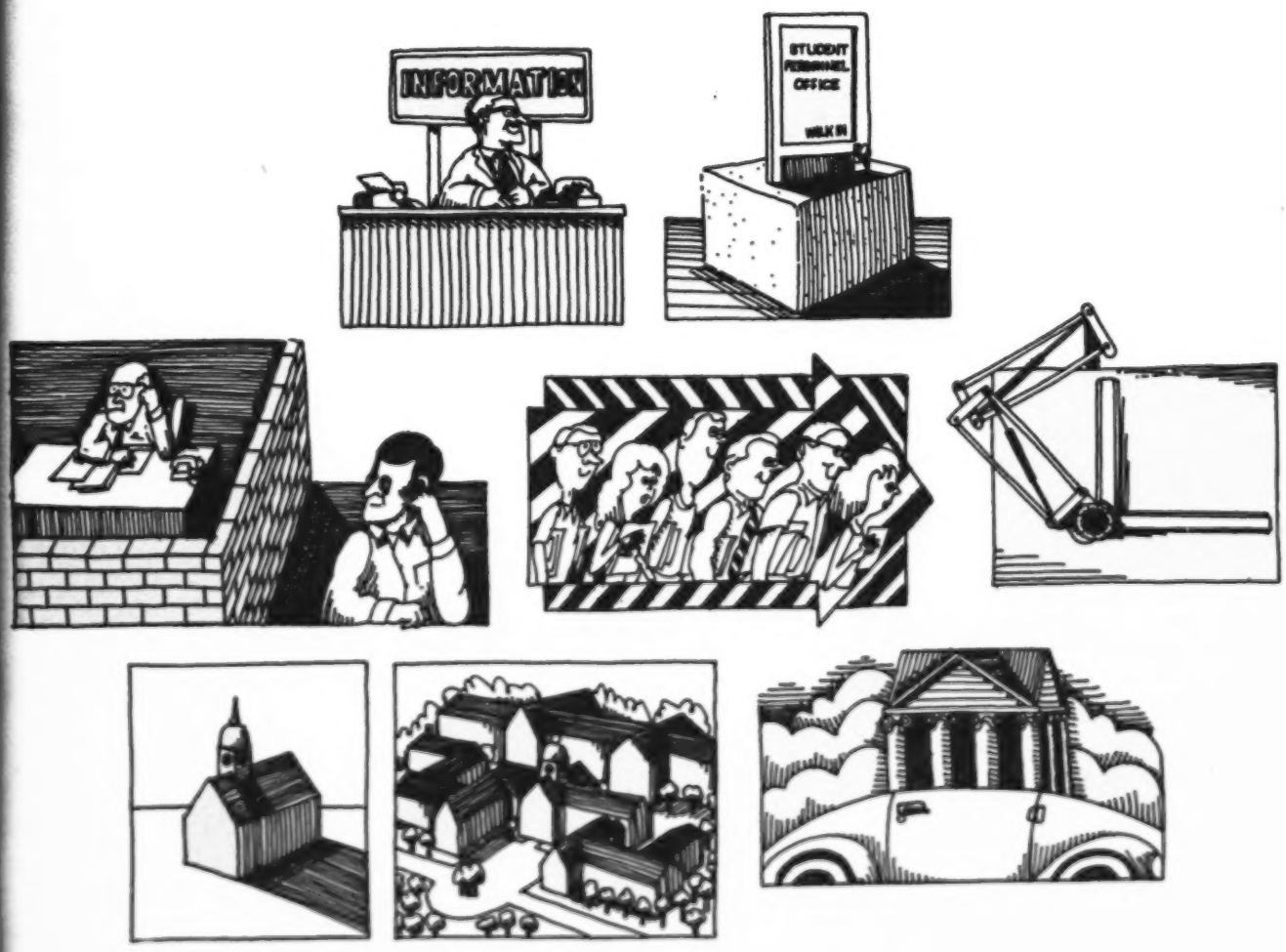


DIAGRAM B


INSTRUCTIONAL MATERIALS PRODUCTION
INSTRUCTIONAL UNITS
14 COMMUNITY SERVICES
INSTRUCTIONAL UNITS
9 FINANCIAL AIDS
10 PLACEMENT
6 REMEDIATION
LEARNING CENTER
8 HEALTH SERVICES
11 HOUSING
13 RESEARCH
4 COUNSELING
7 COCURRICULAR ACTIVITIES
12 FOOD SERVICES
REGISTRATION & RECORDS
3 APPRAISAL
1 PRE COLLEGE INFORMATION
5 ORIENTATION
ADMINISTRATION
INSTRUCTIONAL UNITS
INSTRUCTIONAL UNITS


INFORMATION
STUDENT
PERSONNEL
OFFICE
WALK IN